

A COMPARATIVE STUDY OF THE ATTITUDES OF JUVENILE  
DELINQUENT AND NONDELINQUENT BOYS  
TOWARD EDUCATION

AN ABSTRACT  
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,  
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF  
SPECIALIST IN EDUCATION

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## ABSTRACT

The purpose of the study was to investigate the attitudes of delinquent and nondelinquent boys toward education. The study also examined age, family structure and grade achievement of these boys.

The subjects were twenty delinquent boys from the Challenge School for Boys, and twenty nondelinquent boys from the Dunbar Recreation Center. Both groups were from inner-city school neighborhoods. The ages ranged from 10-16 years of age. Grade levels ranged from grades 6th-12th.

The descriptive survey method was employed. The Attitude Toward Education Scale by Rundquist and Sletto was administered to the subjects by the researcher in each of the educational settings.

The study concluded that:

1. There is a significant difference in the attitudes between delinquent and non-delinquent boys toward education, in addition these attitudes are affected by age, and family structure. Grade attainment was not significant in the study.

The findings, conclusions and implications seem to warrant the following recommendations:

1. This study should be replicated using a large sample in other geographical areas including rural communities.



2. School systems should provide inservice on techniques and methods for working to assist delinquent boys in the development of academic and vocational skills which build positive self concepts. Studies should be made by school systems of alternative programs which could be integrated with regular school offerings.
3. Delinquent boys should be sensitized to the value of education and school, using many alternatives as delivery systems.

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## DEDICATION

This study is dedicated to my mother, Mrs. Annie Mae Franklin, whose love and concerns have been most helpful to me during this endeavor. She died May 17, 1982.

W. P. C.

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I am very grateful to the members of my committee for the guidance and support that they have given to me; Dr. Brenda Rogers, Chairperson, Dr. Anna Pearl Atkinson and Dr. Damaris Ouzts.

I am also grateful to the staff of the Challenge School for Boys and the staff of the Dunbar Center for all of their cooperation and support.

I am eternally grateful to my husband, Mr. Azarial Chambliss, and my children for their patience and understanding.

## CHAPTER I

### INTRODUCTION

#### Rationale

In the past decade the rate of juvenile delinquency has shown a steady increase in the United States. More than a million children are now being referred to the juvenile courts and correctional institutions of the nation each year. The rate of increase of juvenile delinquency has exceeded by more than four times the rate of population increase. If this trend continues youth correctional services and the juvenile courts will not be able to keep pace with the need in the near future.<sup>1</sup>

Approximately 4 percent of school-age children between seven and seventeen years old had contact with a court in 1979. Although the volume of delinquency has increased, the actual number of cases that a classroom teacher may expect to find within his/her classroom decreased by 2 percent during this period; this was due to the increased number of delinquents who were removed from the community to correctional institutions. However, the teacher's

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<sup>1</sup>Robert H. Bremer and Kingsley Davis, From the Depths (New York: University Press, 1974), p. 74.

contacts with predelinquents increase significantly.<sup>1</sup>

In the longitudinal study of delinquent and non-delinquent boys by Shelton and Eleanor Glueck, from 1950-1978, it was concluded that in the areas of academic education and vocational training there was the marked backwardness of the delinquents in terms of achievement in relation to age level and grade placement.

The delinquent boys expressed hatred toward school, resentment of its restrictions, and lack of interest in school work. They further found that few nondelinquents disliked school. The few nondelinquents who found it difficult to learn felt intellectually inferior in the school setting.<sup>2</sup>

In vocational ambitious a higher proportion of the delinquents expressed impractical, childish notions about what they wanted to do in life; wanted work that required little training or ever inclined toward adventurous occupations. On the other hand, a much higher percentage of non-delinquents planned to go to high school, trade school or beyond.<sup>3</sup>

Based to a large extent on the data from this study, pilot alternative schools were established throughout the

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<sup>1</sup>Henry A. Block and Frank T. Flyner, Delinquency: The Delinquent Offender in America Today (New York: Random House, 1979), p. 3.

<sup>2</sup>Shelton and Eleanor Glueck, Delinquents and Non-delinquents in Perspective (Cambridge, Massachusetts: Harvard University Press, 1978), pp. 71-72.

<sup>3</sup>Ibid., p. 73.



country, one in each congressional district. The main objectives were to develop community-based educational models for juvenile delinquents and predelinquents, who would not attend regular day public schools; and to develop a system of academic education, vocational training, job placement, and related services.<sup>1</sup>

In the fifth Congressional District of Georgia, the Challenge School for Boys was one of the federal pilot alternative projects. The Challenge School for Boys is an autonomous, community-based, Special Project of the Department of Human Resources, Division of Community Services. It serves as a creative alternative to institutionalization in the probabilitation of youthful offenders.

The Challenge School for Boys was established in 1971 with funds provided jointly by the federal and state governments. The school acquired its first location February, 1972, and began operation March 1, 1972.

The school enrolls twenty boys, ages 10 to 16 years, who have had previous contact with the juvenile court system. The boys are adjudicated delinquents. The categories of offenses acceptable to the center are (1) truancy, (2) ungovernability, and (3) non-violent crimes. The students are of normal intelligence although many are poor achievers.

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<sup>1</sup>U.S. Government, Federal Registrar (Washington, D.C.: Department of Health, Education and Welfare, 1979), p. 1.

All students have exhibited unacceptable behavior patterns in school, the community, and at home. Within the past two years, the school has expanded its population to include predelinquents.

The overall objective of the Challenge School for Boys is to develop behaviors in its school population that are acceptable and beneficial to the student, his family, and the general community. The objective is implemented through the following programs of services and activities: group counseling, individual counseling, individualized education, testing--standardized and teacher-made--career exploration, socio-cultural enrichment, employment placement and community involvement. Since the Challenge School is well established, it seemed appropriate to investigate the attitudes of the enrolled population toward education.

The Dunbar Center, a 50,000 square foot, 1.8 million dollar building completed in December 1973, is the result of the cooperative efforts of the city of Atlanta, the federal government, and neighborhood residents. The Center is designed to contain the offices of various agencies which provide social services to the residents of three Model Cities neighborhoods--Mechanicsville, Adair Park and Pittsburgh. Planners of the Center felt that such a facility would improve the accessibility of services to neighborhood residents; encourage interagency coordination; eliminate duplication and gaps in service; as well as serve

as a community focal point to assist in neighborhood stabilization and development.

The center contains the following offices and facilities: Atlanta Public Library, YWCA, Child Service and Family Counseling, City Service Coordinator, State Department of Human Resources, Economic Opportunity Atlanta Inc., Georgia Department of Labor-Employment Office, Juvenile Court, Parks and Recreation, Pre-School Facility, Service Integration System, Wesley Community Center, Day Care Center, Vocational Rehabilitation, Fulton County Family and Children's Services, Senior Citizen Services, a gymnasium, and meeting and activity rooms. The city of Atlanta manages the building and charges a maintenance and operating fee to the various tenants based on the amount of space occupied. A twenty-member Advisory Council, consisting of residents, citizens-at-large, government representatives and participating agency representatives, determines the general policies of Dunbar Center, and ensures that the Center meets neighborhood residents' needs.

The Dunbar Recreation Center is part of the neighborhood facility operated by the Division of Parks and Recreation. The objective of the recreation center is to offer various recreational programs for youth between the ages of six and sixteen who reside in the Model Cities area. The programs offered are to provide the youth of the area wholesome activities for fun and fitness during their leisure time after school and during the summer months.

Some of the activities are: sports, crafts, swimming in the pool located in the complex, table games, skating, gymnastics, and field trips. The center director is responsible for the planning, implementation, and the evaluation of the center's recreation program. Approximately 320 youths are enrolled in the center, over 67 percent are boys who are enrolled the Model Cities community schools.<sup>1</sup> This population provided a sample non-delinquent boys aged 10 to 16 years.

During the past two decades considerable attention has been given to investigating the variables influencing attitude formation and change and the effects of attitudes on individual behavior. These attitudinal studies have aided school systems, psychologists, social workers, and other authorities in understanding the reasons why certain behaviors exist among humans.<sup>2</sup> To this end the investigator sought to implement this study.

#### Evolution of the Problem

The writer became interested in this subject after three students from the Challenge School were staffed and assigned to the school in which the investigator works as a

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<sup>1</sup>Atlanta City Government, Focused Public Services (Atlanta: City Press, 1980), p. 91.

<sup>2</sup>Marvin E. Shaw and Jock M. Wright, Scales for the Measurement of Attitudes (New York: McGraw-Hill Book Company, 1967), p. 27.

Special Education Resource Teacher. The students were assigned to the resource room for forty-five minutes daily to expand their social adjustment skills.

With the assistance of the Challenge School teacher, the writer implemented an individualized education plan developed by the school for each of these students to develop their social adjustment skills. Interactions with both the students and staff from the school caused the writer to explore these youngsters' attitudes toward education.

#### Purpose of the Study

The purpose of the study was to determine if there was a significant difference in the attitudes of delinquent and nondelinquent boys toward education based on the socio-educational/occupational variables and the education analysis section of the Attitudes Toward Education Scale by Rundquist and Sletto.<sup>1</sup>

#### Statement of the Problem

This study was designed to ascertain the attitudes of twenty delinquent and twenty nondelinquent boys toward education.

#### Hypotheses

The following hypotheses were tested at the .05 level significance.

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<sup>1</sup>Rundquist and Sletto, Attitudes Toward Education Scale

- H<sub>1</sub>: There is no significant difference in the attitudes of delinquent and nondelinquent boys toward education.
- H<sub>2</sub>: There is no significant difference in the attitudes of delinquent and nondelinquent boys toward education based on the age of the boys.
- H<sub>3</sub>: There is no significant difference in the attitudes of delinquent and nondelinquent boys toward education based on the family structure of the boys.
- H<sub>4</sub>: There is no significant difference in the attitudes of delinquent and nondelinquent boys toward education based on the grade attainment of the boys.

#### Definition of Terms

For the purposes of this study the following terms are defined:

1. Juvenile delinquency--refers to repeated acts of a kind which when committed by persons beyond the statutory juvenile court age of sixteen are punishable as crimes. It is a legal term.
2. Nondelinquents--refers to students who have not come in contact with the juvenile court system for unadaptable behavior at home or school or in the community.
3. Alternative schools--refer to educational settings that do not follow the traditional school models.<sup>1</sup>
4. Attitude--is the expressed feelings of the subjects toward education as reflected in data on the Rindquist and Sletto Educational Analysis instrument.<sup>2</sup>

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<sup>1</sup>Brandon Southers, Challenge Proposal (Atlanta: Mimeographed 1971), p. 8.

<sup>2</sup>Sheldon and Eleanor Glueck, Delinquent and Non-delinquents in Perspective (Cambridge, Massachusetts: Harvard University Press, 1978), p. 49.

5. Delinquents--refers to students who have come in contact with the juvenile court system for unadaptive behavior at school, at home or in the community.<sup>1</sup>

#### Limitations of the Study

This study was limited to twenty delinquent boys enrolled in the Challenge School for Boys located in the southwest section of the city and twenty nondelinquent boys enrolled at the Dunbar Recreation Center who attended the local community public schools. Both groups live in urban, inner city communities.

The willingness of the subjects to respond accurately to the instrument and the varied educational backgrounds of the subjects were limiting factors.

#### Contribution to Educational Knowledge

The investigator believes that this study will contribute to a field of knowledge that is still in an exploratory stage. It is further believed that the findings may assist educators in understanding delinquent boys' attitude toward education.

The study may also provide knowledge that will assist staffs at institutions similar to those from which the sample was drawn in programming and prescribing therapeutic techniques and educational programs. Finally, the findings

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<sup>1</sup>Ibid., p. 7.

of this study may assist other investigator in their exploration of similar type studies.

### Research Methodology

The subjects used in this study were twenty delinquent boys enrolled in the Challenge School for Boys, an alternative day school program, and twenty non-delinquent boys enrolled in the Dunbar Recreational Center, who attended the local community public schools. The subjects ranged in age from 10 to 17 years.

### Instrument

The instrument used in this study was The Attitude Toward Education Scale developed by Rundquist and Sletto in 1936. It is divided into two major sections: Descriptive Data and Educational Analysis. The investigator added a comment section to elicit written responses from the subjects. The Descriptive Data section is designed to collect personal information about the subjects such as age, family background, and grade attainment.

The Education Analysis section is a 22-item Likert-type scale. The items are broad in content, ranging from the value of possessing an education; and the conflict between education and work. Although some of the items are mildly dated; they are not so seriously dated as to require alteration or elimination. The scale has superior content validity for attitude toward education. The size of the



pool from which the items were selected strengthened the content validity of the instrument.

The score for this section is the sum of the weighted items rated by the individual. High scores indicate positive attitudes toward the value of education. A total scale value is based on 110.

### Research Design

A research design was constructed to describe that data collected, treated and analyzed clear and concise. This design was formulated in reference to the null hypotheses.

A descriptive survey method of research was used to analyze the data. The t-test was the primary statistical tool used to analyze the data and to test the hypotheses. The hypotheses were tested at the .05 level of significance. Values greater than the table value of t rejected the null hypotheses. The analysis of variance was used to test hypotheses two and four because more than two groups were involved in the data.

### Procedural Steps

The following procedural steps were utilized in gathering the data for the study:

1. Current and related literature was reviewed and recorded.
2. Permission was obtained from the proper authorities to conduct the study.
3. Subjects were selected and the instrument was administered.

4. Data were collected, tabulated, charted, and analyzed.
5. Conclusions were drawn, implications were stated and recommendations were made.
6. An oral defense of the research findings were presented.
7. The findings were disseminated to professional audience involved in the study.

#### Organization of the Study

This study is organized in five chapters. Chapter I includes the rationale, evolution and statement of the problem, purpose of the study, hypotheses, method for selecting subjects, and contribution to educational literature.

Chapter II includes a review of related literature.

Chapter III includes the research procedures used in the study, an explanation of the instrument, the sample, and the statistical treatment of the data.

Chapter IV includes the presentation and analysis of data and the findings of the study.

Chapter V includes a summary of the findings, conclusions, implications, and recommendations of the study.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

The literature related to this study was derived from the ERIC Data Bank, texts, journals, magazines, and papers which were concerned with the attitudes of delinquent and nondelinquent boys toward education. This literature is related specifically to the variables identified in Chapter I: age, number of parents living in the home and family size, family income, and grade level attainment. The research has been grouped into three categories for clarity: Historical review of juvenile delinquency, variables used in studying delinquents, and alternative programs for juvenile delinquents.

#### Historical Review of Juvenile Delinquency

While delinquency is a social problem of increasing concern to our society, it is not, by any means, a recent phenomenon. Our current concerns and attempts at prevention and amelioration are not without antecedents and are not independent of earlier thought and action on law, responsibility, and justice. Delinquency has existed in all cultures in all epochs of recorded history since there was any

semblance of group living. There is not a contemporary society in which misbehavior of young people does not exist and for which provision in law or custom is not made for the socialization of the individual and the management of persons whose social behavior is considered unsatisfactory to the dominant groups.<sup>1</sup> In the case of legislation governing judicial proceedings with children, there is also evidence of some Roman law influence. Juvenile court administration proceeds from a presumption of guilt for acts committed contrary to the general requirement in adult criminal cases of proof by the state beyond reasonable doubt. There is a difficult problem in values in juvenile cases in which a conflict arises between the philosophy of desire to protect (rather than prosecute) children and to dispense justice which is corrective and rehabilitative (rather than punitive) and the philosophy of due process (such as indictment and trial by jury) and protection of individual rights of minors and incompetents (such as the right to counsel).<sup>2</sup>

The special treatment of juveniles under the law began relatively recently. After many years of exploitation subsequent to the Industrial Revolution, children came to be protected by legislation governing child labor. The federal government regulated the type of work and number of hours for

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<sup>1</sup>John R. Ellignston, Protecting Our Children From Criminal Careers (New York: Prentice-Hall, 1948), p. 29.

<sup>2</sup>Ibid., p. 37.

which children and adolescents of specified ages were permitted to work. Similarly, state statutes were enacted governing child labor for businesses which were not in interstate commerce. Each of the states also enacted compulsory school attendance laws, typically for children who are educable between the ages of 7 and 16 years. Such laws regarding work and school have been enacted to protect children and to insure their socialization. However, they also, unfortunately, contribute to creating problems for youngsters who adjust poorly to school and for youngsters out of school who are not permitted to work. Such young people seem especially susceptible to delinquency.<sup>1</sup>

The government in all fifty states also provides special treatment for juveniles in the court system. The first juvenile court was established in Chicago (Cook County) in 1899 after several years of promotion by the great social reformer, Jane Addams. The philosophy of these courts is to remove the delinquent from the class of adult criminals and place him under the protection of the state, just as is done for dependent and neglected children. The courts are human institutions and as such are not always efficient, not always under the leadership of adequately trained or ideally motivated persons, do not always protect

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<sup>1</sup>Edward Sutherland, History of Juvenile Criminology (Philadelphia: Lippincott, 1939), p. 16.

the individual's civil rights in their attempt to provide care, and, as a result, do not always render care or justice. However, the philosophy that the purpose of the court is to provide correction and protection and not to assign criminal guilt or extract retributive punishment has led to an enormous advance in human welfare in this century.<sup>1</sup>

The criminal code in the United States does not apply to children. It typically provides that children under age 7 are incapable of committing a crime, that children age 7 or over but under age 18 can only be tried as adults if referred to the appropriate prosecuting authority by the juvenile court (which it rarely does and then only for very serious offenses, such as murder), and that persons 18 and over come under the jurisdiction of district (or other adult) courts. Hearings in children's courts are informal, and disposition of cases is made upon the consideration of the child's best interest. Thus, our society has a specialized legal mechanism for dealing with juvenile delinquency.

Sociological theory stresses the contribution of social forces to the occurrence of deviant behavior. According to Durkheim, serious economic or political stress can lead to a breakdown of power in the social system, whereby cultural norms no longer have inhibiting influence over group and individual behavior. He called this breakdown

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<sup>1</sup>Ibid., p. 19.

a condition of normlessness or anomie, that is to say, of lawlessness.<sup>1</sup> A great deal of contemporary sociological thinking concerning delinquency derives from Merton's extension of Durkheim's nineteenth-century theory of anomie. This theory emphasizes the difficulties which arise when avenues toward, and forms of identification with, the goals and values of the society are not available.<sup>2</sup> The foundation of Quay's theory of opportunity rests upon Merton's construction. Delinquency, in his view, is the result of unsuccessful efforts to achieve goals of the society legitimately (especially as they relate to money and power), thereby causing the individual to engage in nonlegal avenues to obtain material wealth and social status, to steal or be a part of assaultive gangs, or to retreat from social participation through drug addiction.<sup>3</sup> This research indicates the need for assessment of social goals, the avenues open to their achievement, the opportunity of various groups to use these paths, the development of alternative routes, the methods for making these available, or the methods for altering ambition toward goals and the inculcation of values for which routes are open. Action would involve modification of the social structure to provide adequate opportunity for achievement.

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<sup>1</sup>Elliot Durkheim, Representations Individuals and Representations Collectives: Metaphysique Revue (France: 1898), p. 23.

<sup>2</sup>Robert K. Merton, Social Theory and Social Structure (Glencoe, Ill.: Free Press, 1957), p. 76.

<sup>3</sup>Herbert C. Quay, Juvenile Delinquency (Princeton, N.J.: 1965), p. 42.

Sociological theorists, such as Cohen, emphasize other aspects of social structure and individual behavior. Cohen, for example, notes the developmental phenomena involved in destructive behavior of youth. Much of this behavior appears to be senseless in terms of acquiring material advantage or social status. It is the result, Cohen thinks, of the rejection by lower class youth of middle class norms, following what the child perceives to be a rejection of him by middle class authority. As manifested by the lower class group, it is a collective reaction formation. Essentially, such theorists maintain that, given the physical environment in which it occurs, delinquency is not abnormal behavior. Research and action based on this frame of reference would require the delineation of activities which appeal to the adolescent but are not destructive of other people or their property. Improved housing, improved recreation, and appropriate leadership would be necessary.<sup>1</sup>

There seems to be no alternative in social action research to adopting the hypothesis that delinquency is multiple determined. Furthermore, it seems reasonable to suppose that there are relatively "pure" cases for which one (or a few) causal factors are essential contributors to the

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<sup>1</sup>A. K. Cohen, Delinquent Boys: The Culture of Gangs (Glenco, Ill.: Free Press, 1975), p. 52.



outcome of delinquency but that the largest variance among the general delinquent population is attributable to a combination of forces leading to general social pathology, one vector of which is delinquency.<sup>1</sup> It does seem important to note that delinquency is only one such vector in a pattern of failure which includes among the same populations (mainly urban, industrial): educational underachievement, economic underproduction, disintegration of family patterns, mental retardation, social dependency, poverty, and adult criminality. All of these are part of the same network; and the problem of delinquency cannot be studied in isolation from the more general problems of the individual and society.

The research of Sheldon and Glueck point out that the actual economic status of families of which boys are a part reveals slightly better economic conditions in the families of nondelinquent. This study indicated of the 500 delinquent boys in the study only 5 percent of the families could be described as being in comfortable circumstances as compared with 12 percent of the families of nondelinquent boys. More than twice as many families of delinquents (28.6: 12%) are dependent on relief agencies for support. However, (66.4: 76%) were in marginal circumstances--accumulating little or nothing, living from day to day on the economic resources available.<sup>2</sup>

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<sup>1</sup>R. Q. Cloward and Levin Ohlin, Delinquency and Opportunity (Glenco, Ill.: Free Press, 1976), p. 47.

<sup>2</sup>Sheldon and Eleanor Glueck, Unraveling Juvenile Delinquency, revised ed. (Cambridge: Harvard University Press, 1971), p. 84.

The negative attitudes of delinquents toward schools and education have been attributed to criminalistic tendencies based on subnormality of intelligence. In the Glueck study the delinquent and nondelinquent boys were matched on similarity of their total intelligence quotients as determined by the Wechsler-Bellevue full-scale intelligence test.

The major conclusion of the study was that the negative attitudes of delinquent boys toward education was not based on subnormal intelligence; but under developed academic vocational knowledge and skills.

#### Variables Used in Studying Delinquents and Nondelinquents

Within a society like that of the United States, delinquency rates vary widely from one part to another. One of the most striking differences is found in comparing delinquency rates for rural areas with those in large cities. Data show that the rates are substantially higher in big cities than they are in the country. While rural delinquency is less apt to be detected than delinquency in the city, it seems likely that some difference remains in actual delinquent activity. Efforts to tie the discrepancy to differences in family attitude (A puritanical, close-to-the-soil orientation versus a more worldly, sinful outlook) have not been very successful.<sup>1</sup> The most compelling interpretations

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<sup>1</sup>Rubin E. Watts, "The Influence of Population Density on Crime," Journal of American Statistics 26 (1974).

are those which emphasize the greater opportunity and inducement for delinquent behavior in the city, the greater mobility and anonymity of people there, and the greater likelihood of differential association with criminal or criminally inclined persons. But whatever the reasons for the fact, delinquency rates appear to be higher in urban than in rural areas.<sup>1</sup>

Within any large city there are wide sectional differences in delinquency rate. In general, delinquency is more common near the center of a large city and less frequent toward the periphery.<sup>2</sup>

Following the lead of Shaw and McKay, analysts attempting to account for this trend have most often emphasized the social disorganization prevalent in industrial districts between the expanding industrial-commercial city centers and the residential zones farther out. But urban delinquency rates vary with many conditions. General education level, age, family income, characteristics of the home, and substandard communities are all significantly and sometimes very closely related to the incidence of delinquency.<sup>3</sup>

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<sup>1</sup>Sylvester Lottier, "Distribution of Criminal Offenses in Metropolitan Regions," Journal of Criminal Law Criminol 29 (1941): 6.

<sup>2</sup>Morris B. Clinard, "The Process of Urbanization and Criminal Behavior," American Journal of Sociology 48 (1977): 202.

<sup>3</sup>Calvin R. Shaw and H. D. McKay, Juvenile Delinquency and Urban Areas (Chicago: University of Chicago Press, 1968), p. 38.

Not only school aged students but also their parents may adopt such subcultural solutions to the problems which lower class living imposes upon them. According to Miller's analysis of the values prevalent in lower class American society, "toughness" (whether of pugilist or criminal), "smartness" (the worldly smartness of the "con" man rather than the academic knowledge of the scholar), and "autonomy" ("Nobody is going to push me around"), are held in considerably higher esteem than responsibility, frugality, and the other qualities prized by people in the middle class. The search is more for excitement than for long-term achievement, and outcomes are thought to be more in the hands of fate and circumstance than at the command of the doer. Lower class parents, partly in realistic preparation for the harsh and rugged life their children are likely to lead.<sup>1</sup>

In the framework of cultural transmission theory, the values, attitudes, and child-rearing practices of parents reflect the norms of the particular subculture in which they have been reared and in which they are preparing their children to survive. The occurrence of delinquent behavior is largely incidental to the transmission of a larger complex of values, in which crime is not discouraged with any particular force and the reinforcement system actually mobilizes and maintains the kinds of behavior a court may define as delinquent.

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<sup>1</sup>William B. Miller, "Implications of Urban Lower Class Culture on Juvenile Delinquency," Social Service Review 33, May 1975, p. 30.

The role of the family as a system within larger social systems must thus be recognized if delinquent and other socially oriented behaviors are to be understood. It is a mistake to assume, as so many psychologists and psychiatrists do, that the behavior of a child can be explained solely through reference to the internal structure of the family, without reference to the larger social system in which the family is embedded.<sup>1</sup> Kobrin stated:

But it is equally fallacious to assume that the family serves only to transmit subcultural values from one generation to another and from the society "outside" to the family members within. The family, more specifically the people in the family, cast their own impressions on the norms they have learned from their parents and from the others around them. The family adds variance of its own. Theories of cultural transmission which ascribe basic identity to people who live in low class, high delinquency areas fail to account for the fact that most children in the worst slum areas do not become delinquent. Those theorists who assume that lower class parents generally transmit "delinquent" ideas to their offsprings fail to note that the quality esteemed most highly by parents of all classes is honesty. The research of Reckless and his colleagues (Reckless et al., 1967; Scarpitti et al., 1970) has shown the extent to which identification with a stable cohesive family and the development of a "good" self-concept can insulate youth from crime inducting influences of high potency.<sup>2</sup> According to the reports of Jephcott and Carter, wide differences in delinquency rate occur from one street to another in the areas of highest general delinquency rate, and in fact wide differences are found between individual

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<sup>1</sup>Samuel Kobrin, "The Conflict of Values in Delinquency Areas," American Sociological Review 16 (Spring 1976): 653-657.

<sup>2</sup>Marcus Kahn, "Social Class and Parental Values," American Journal of Sociology 64 (February 1976): 653-661.

families on the same street. To ignore the independence influence of the family is just as serious an error as to ignore the fact that no family nor any of its members can ever be entirely independent of other social influences.<sup>1</sup>

The gross relationship is well established--the families of delinquents have been disrupted by death, desertion, divorce, separations, or prolonged absence more frequently than families of nondelinquents. The direction of the difference is the same in all comparisons of the compilation of data by Maud A. Merrill. The data indicate the difference is fairly uniform; broken homes are one and one-half to two times more frequent among delinquents and non-delinquents.<sup>2</sup>

According to Toby the impact of family disruption varies with the certain characteristics of the child, notably age (preadolescents are more strongly affected than older children) and sex (girls are affected more than boys), but the substantial relationship between delinquency and broken homes remains as one of the overriding facts any conception of delinquency must take into account.<sup>3</sup>

America has always held education in high esteem. No other country in the world demands so much from education as have Americans. The philosophy that underlines modern

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<sup>1</sup>Ameno Jephcott and M. P. Carter, The Social Background of Delinquency, privately printed. Cited by Sophia Robinson, Juvenile Delinquency (New York: Holt Publishers, 1970), pp. 24-25.

<sup>2</sup>Maud A. Merrill, Problems of Child Delinquency (Boston: Houghton Mifflin, 1975), p. 58.

<sup>3</sup>Jacob Toby, "The Differential Impact of Family Disorganization," American Sociological Review 22 (Fall 1977): 505-512.

education theory has evolved slowly, but as political, social and economic philosophies have changed so has the educational program expanded to include health, personal adjustment, vocational preparation, and special education. The modern educational concern is for the individual in a modern, technological ever changing society.<sup>1</sup>

Actually, the school occupies a key position in the communities' programs for prevention and control of juvenile and pre-juvenile delinquency. There isn't complete agreement as to what the role of the school is in this area. Most educators agree that schools were established to help youth realize their potentialities and to develop into wholesome personalities and useful citizens, and that education is "a process by which the behavior of people is improved."<sup>2</sup>

The findings of the Commager study suggested that the differences between the delinquent and non-delinquent boys are concerned with intellectual tendencies that are interwoven with emotional dynamics which inhibit the ability of delinquent boys to cope with school tasks. This inability to cope with school tasks causes maladjustment within the school setting. Delinquents were one to two grades behind the non-delinquent group in basic skills but equal to

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<sup>1</sup>Harry S. Commager, "Our Schools Have Kept Us Free," in This is Teaching, L. D. Haskew, ed. (Chicago: Scott Foresman, 1976), p. 28.

<sup>2</sup>Ibid., p. 31.

non-delinquent boys in auto mechanics, and other production type vocational areas.<sup>1</sup>

Lyman and Shirley concluded from their research of compared groups of delinquent and nondelinquent boys that delinquents' negative attitudes toward school are based on the forms of social control used by schools to maintain order which may be contributing to further alienation disruption and violence.<sup>2</sup>

A report by Project Read Programs--Some problems faced by the Patuxent Institution is a national program designed to improve reading skills of youths caught in the juvenile justice system. The project proposes that young people under the age of 18 and in trouble with the law should be provided with the skills necessary for survival in a literate society. During 1977-1978, the project was funded to provide teacher training and paperback books to 80 schools. Of these, 40 were training institutions served by the project during 1976-77. The additional 40 were alternative schools, community-based programs, and private training schools. The bibliography, book selection, non-stop reading, and the use of best sellers were part of the program. The teacher training program emphasized music, comics, and games as motivation, the use of functional

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<sup>1</sup>Ibid., p. 214.

<sup>2</sup>Joseph A. Lyman and Harry Shirley, Antiquated Systems of Social Control (New York: Free Press, 1977), p. 202.



reading packets, motivational techniques for non-readers, and the utilization of comics and games to reinforce skills. The evaluation effort includes pretest and posttest correlations and group comparison for all pupils and institutional variables (i.e., sex, training schools compared to alternative schools, indepth schools compared to conventional schools, self-reported good readers compared to self-reported poor readers). Significant gains were made by all students from pretesting to posttesting. The average students gained four months in mental ability and one year in reading level over a four-month period. Additionally, improvement was seen in the attitude of students toward the reading process with 13 percent more students considering themselves good readers by posttesting time. While the subgroup comparisons indicated gains across the board, the most significant difference was seen with the self-reported good reader group, indicating that a good attitude toward the reading process is essential in improving reading skills. It was concluded that motivation is the key challenge because most of the students tested had the ability to read far above their tested reading levels.<sup>1</sup>

Several theories postulate that factors such as socioeconomic status, environmental and genetic influences, and psychological traits account for juvenile delinquents'

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<sup>1</sup>J. K. Carsett, To Make a Difference--A Report By Project Read Programs, Columbia, Maryland, 1978, p. 55.

tendency to be poor readers. The academic needs of the Massachusetts Department of Corrections youthful offender population were explored to determine the need for reading programs in correctional institutions. Four types of data were collected: (1) achievement test scores in reading, math, and spelling; (2) students' attitudes toward reading; (3) instructors' perceptions of students' needs; (4) teachers' attitudes toward working in a correctional setting. Achievement and attitude instruments were administered to inmates (N=155) between the ages of 12 and 21 who expressed interest in participating in an educational program. Attitudes and perception scales were administered to twelve teachers. Results indicate that the youthful offender population is academically deficient in reading, spelling, and math. Respondents appeared to be undecided about their feelings toward reading, but expressed more positive than negative attitudes. Comprehension was identified by all teachers as the major problem area for their students, followed by spelling and punctuation. Correctional teachers indicated no strong positive or negative attitudes toward working in a correctional environment.<sup>1</sup>

Sixteen inmates of the National Training School for Boys who had a poor school history were involved in an educational program which utilized a specially created

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<sup>1</sup>Dennis A. Humphrey and Laura B. Dennis, "An Assessment of the Youthful Offender's Academic Needs," Research Report (Massachusetts: 1979), p. 143.

environment and reinforcement. Students participated in regular classes or worked on individual programmed materials to earn points which could be spent in a variety of ways. A cottage basement was converted to provide administrative offices, testing rooms, a student study area, student offices, a store, a library, and a lounge. A score of 90 percent on an individual program or on pre- or posttests earned the student a point equal to one cent. Admission was charged to the lounge and library, for recreational material, for food, clothing, books, magazines, or other material, for renting student offices, and for entrance into courses. Increased academic achievement, amount of time spent in educational pursuits and in leisure time activities, and individual improvement of selected students are shown in figures and tables. Office rental, course registration, staff reports, objective measurement, and observations of student attitudes and behavior were also presented to support the conclusion of program effectiveness. Program success, an increase in educational behaviors, and improved attitudes led to the establishment of a second, lengthier project which is currently in operation.<sup>1</sup>

This study of Cohn was designed to determine whether the label 'official delinquent' was associated with specific personal and social liabilities in the school setting, 478

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<sup>1</sup>Harold Cohn, Case I: An Initial Study of Contingencies Applicable to Special Education (Silver Spring, Md: Institute of Behavioral Research, 1979), p. 101.

usable self-report questionnaires were collected from all juniors and seniors attending a high school in a medium-sized, working-class community in eastern New York State. Thirteen dependent measures were included in questions relating to the respondents' attitudes, grades, failure of classes or grades, school misconduct and probation, expulsion, drinking, and marijuana smoking.

Subjects were grouped in three categories: official delinquents who had been arrested or had appeared in court, self-report delinquents without arrests or court appearances, and nondelinquents. A total of 45 percent of the official delinquents disliked school, compared to 39 percent and 29 percent respectively for the self-report and nondelinquents. The result was not statistically significant. Official delinquents were, however, significantly more likely than non-delinquents to view their teachers negatively. Official delinquents were more apt than nondelinquents to be currently failing and to have failed a course, although self-report delinquents displayed the highest percentage of failure. Finally, official delinquents were more likely than non-delinquents to report school misconduct and youth deviance problems. Males and those from low social classes were over-represented among the self-report and official delinquents. Overall, official delinquents stood at a distinct disadvantage relative to their peers within the classroom setting. Findings indicated that self-report delinquents

may have been informally typed as deviants and, therefore, may be reacting against such treatment. A review of related studies, tables, footnotes and twenty references were included in the study.<sup>1</sup>

The Holt study (one portion of a larger study) was designed to describe the post-release experiences of former institutionalized students who received Elementary and Secondary Education Act Title I services. The sample consisted of approximately 200 students from eight correctional institutions. Data were collected through interviews with the students. The findings of the study addressed the issues of school re-entry, employment success, subsequent offenses and reinstitutionalization, pre-release and post-release services the students had received, and the impact of those services upon their success in readjusting to the community. The findings indicated re-entry into school was the most difficult for the group.<sup>2</sup>

The Keesburg study (one portion of a larger study) was designed to determine whether Elementary and Secondary Act Title I programs in state institutions for neglected or delinquent youth are effective in improving students' basic

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<sup>1</sup>Donald H. Kelly, Labeling and the Consequences of Wearing a Delinquent Label in a School Setting (New York: State University Research Foundation, 1977), p. 77.

<sup>2</sup>Judy C. Holt and James L. Holt, Post-Release Experiences of Students from State Institutions, Volume 3. National Evaluation of Title I Programs in State Institutions for Neglected or Delinquent Youth (Santa Monica, California: Systems Development Corporation, 1979), p. 84.

skills, attitudes toward school, and to determine which components of educational programs and characteristics of institutions were related to such improvements. A sample of 40 institutions were surveyed. Data were collected using domain referenced tests of basic reading and arithmetic and standardized achievement tests. Descriptive data were collected from institutional staff members and teachers' records.

The findings indicated that institutionalized Title I students performed poorly on tests of basic skills and that achievement levels and attitudes remained stable across testing periods. Data also showed that Title I students were offered less reading instructional time and more math instructional time than were non-Title I students, but low attendance rates reduced the actual amount of instruction received. The cost of Title I services were found to be higher than the costs of regular educational programs. Analyses indicated that institutions able to devote time to the achievement and attitudinal needs of students were more likely to be successful in effecting changes in their students.<sup>1</sup>

The recommendations from these two evaluations indicated that community based alternative programs should offer

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<sup>1</sup>J. Ward Keesling, Compensatory Education and Confined Youth Volume 2 (Santa Monica, California: Systems Development Corporation, 1979), p. 27.

the same type of academic support funded by Title I to delinquents as institutions. This may be a means of improving academic functioning which may keep young delinquents within the home environment.

### Alternative Programs for Juvenile Delinquents

In society's continued effort to prevent and/or ameliorate juvenile delinquency several programs have been developed and are being implemented throughout the country. In Maryland a prevention program is in process. This unit on juvenile justice is the last of five units in a ninth grade social studies course. There are four objectives:

- (1) given data on juvenile crime, the student will analyze it and hypothesize reasons why the crimes are committed;
- (2) presented with a variety of law enforcement situations, the student will examine attitudes toward police and analyze constitutional restraints placed on police procedure;
- (3) given information pertaining to the court system, the student will compare and contrast the juvenile system with the adult system;
- and (4) given facts relating to correctional institutions, the student will investigate the types of youth corrections and consider their impact on the youthful offender.

The unit is divided into four parts: the first part looks at the types and causes of juvenile crime, while the second part deals with the nature of the responsibilities

of police and how Supreme Court decisions have affected them. The third part considers the juvenile court system and looks at the differences between it and adult court systems, and the last part examines correctional facilities. The four parts contain lessons which are inquiry-oriented and are based on student activities. Each lesson contains a stated purpose, a classroom procedure, suggested materials, and teaching variations. Resource pages for activities were included.<sup>1</sup>

Created in 1974, the Connecticut Wilderness School is a successful program for breaking patterns of failure due to negative self-image and instilling positive values of confidence and responsibility in order to develop constructive attitudes and behaviors in young people aged 15 to 20 who have run into trouble with the law. The wilderness program has three components: a 2-day wilderness challenge referral agency staff, a 14-20 day wilderness challenge for students, and a year-long follow-up period during which the referral agency is committed to assist the graduate.

Organized around rigor, our outdoor activities, the wilderness section consists of increasingly difficult group and individual challenges to improve self-image and create responsible, and functioning communities from groups of 8-12

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<sup>1</sup>Donald Vetter, Juvenile Justice in Maryland: Decision Making in Contemporary America (Westminister: University of Virginia Press, 1978), pp. 171-172.



students. Follow-up activities include periodic recontact via newspapers, reunions, parent nights, a telephone help-line, and brush-up courses for graduates. With a \$66,000 budget and 47 graduates the first year, the program has grown to a proposed budget for 1980 of \$89,000, a full-time staff of three, and supplemental summer help, which would support orientation for 60 referral agency staff members, wilderness experience for 144 students, and follow-up for 300 graduates, at a per student cost of \$625 per year.<sup>1</sup>

#### Summary

The literature search from the ERIC Data Bank revealed thirty-nine abstracts for the descriptors: Delinquency Boys; Attitudes Toward Education; Elementary and Secondary; Alternative To Institutionalization; Delinquent Behavior; Home Environment; Juvenile Delinquency; Comparison Studies of Delinquent and Nondelinquent Boys and Prevention. Nine of the thirty-nine abstracts included girls, sixteen related to delinquency generally and seven were specifically related to this study. The books and periodicals reviewed are indicated in the text of this chapter.

The first juvenile court system was established in Chicago (Cook County) in 1899 as a result of the work of Jane Adams. It is the purpose of the court to provide correction and protection and not to assign criminal guilt or extract retributive punishment.

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<sup>1</sup>Joe Beckham and John Flood, A Prospectus: The Connecticut Wilderness School 1967-1977 (Goshen, Conn.: University of Connecticut Press, 1977), p. 15.

Delinquency is a legal term. The quality of the behavior and the degree of social deviance are the two major factors in judging an act delinquent. These factors are related to the variables of age, family size and interactions, economic status of family, and school achievement.

The literature implies that progressive technology of the economy requiring a longer period in the training of children for adult roles, the greater concentration of minority populations in urban areas, together with urban renewal and relocations and the increased mobility of adults are likely to cause an increase in the separation of the juvenile population from adult society. Increase in the prevailing standard of living, and increase in rate of status mobility, will probably augment the relative deprivation of those youth who lag in preparation for economic self sufficiency in conventional middle class pursuits. These changes accompanying technology appear to be in progress all over the world including capitalist and communist countries.

The growing number of youth who are both out of school and out of work are the hard core of America's delinquency problem regardless of the type of delinquent subculture in which they are involved. Education and employment, which this group lacks, have been the major institutionalized adjuncts to the family in providing communication between youth and conventional older persons, and in creating

continuity in our population's cultural conditioning. Therefore, the largest current investment of government and foundation funds for delinquency reduction have been directed to this group. Efforts to expand the access of such youth to work or schooling, and to nondelinquent types of recreation, are indicated by the titles of two of the largest projects, "Mobilization for Youth" in America, and "Opening Opportunities in ten urban areas." Fortunately, research programs are an integral part of these massive efforts to enlist employers, schools, and others in the community to provide juveniles with job opportunities and with satisfying social relationships with noncriminal adults.

The literature focuses on the efforts being made throughout the country to improve the academic skills of juveniles in institutions and in alternative community based programs. The few comparison studies available and cited indicate the need for more research concerning the attitude of juvenile delinquents toward education at alternative community based settings.

## CHAPTER III

### RESEARCH PROCEDURES

#### Introduction

This chapter sets forth the research procedures that were used in this study. This chapter consists of three sections which include a description of the sample, the instrument, and the statistical procedures used in treating the data.

#### Sample and Procedures Used

The sample for the study consisted of twenty delinquent and twenty nondelinquent boys. The delinquent boys were enrolled in the State Challenge School for Boys, an alternative day school. The nondelinquent boys were enrolled in the recreation program at the Dunbar Neighborhood Center and were enrolled in the local community public schools. The subjects ranged in ages from 10 to 16. The subjects in both groups resided in urban inner city communities.

The twenty delinquent boys enrolled in the Challenge School 1980-1981 were participants in the study. The twenty boys enrolled in the Dunbar Recreation Center, who attended

the local community school and were between the ages of 10 and 16. Letters were sent to the homes requesting their parents' permission for them to participate in the study. They were given one week to return the letters to the Center Director. The first twenty boys who returned their letters to the Center Director became participants in the study.

The scale items were recorded on magnetic tape by the investigator and administered to all subjects individually or in small groups. The test sessions were under the direct instruction and supervision of the investigator at all times.

After the testing period the investigator tabulated the scores for each subject. The scores were recorded on computer cards and machine scored. Scores were categorized based on the variables of age, family structure, and grade attainment.

#### The Instrument

The Attitude Toward Education Scale, developed by Rundquist and Sletto in 1936 was used to collect the data. The Education Analysis section of the instrument consisted of twenty-two questions. Eleven of the questions were positive and eleven were negative. The scale is reported to have superior content validity for measuring attitudes toward education. Reliability is reported in terms of split halves of .82 and .83 based on a sample of 500 males and 500 females respectively. Also, test-retest reliabilities of

.84 for a sample of 70 males and .85 for a sample of 75 females have been reported.<sup>1</sup>

The scale is scored on a five-point Likert-type scale ranging from strongly agree, agree, underdecided, disagree to strongly disagree. For items which are positive toward education the alternative responses are weighted from 5 (strongly agree) to 1 (strongly disagree). Weight for negative items are reversed. The score is the sum of the weighted items rated by the individual. High scores indicate a positive attitude toward education. A total scale value is based on 110.<sup>2</sup>

The scale is written on a 3.5 reading level. Since the receptive comprehension level is higher than the reading level it is recommended that the items be taped for lower reading levels.

#### Methodology and Statistical Treatment of Data

The descriptive survey method was employed in this study. The t-test was employed as a means of measuring a statistical difference in the attitudes of delinquent and nondelinquent boys toward education and the variable of family structure. The analysis of variance using the ANOVA was used to analyze the difference in the variables of age and grade attainment.

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<sup>1</sup>E. A. Rundquist and R. F. Sletto, Personality in the Depression (Minneapolis, Minnesota: Minneapolis Press, 1936), p. 82.

<sup>2</sup>Ibid., p. 83.

A mean and t-ratio were computed based on the variables of one and three. The t-ratio scores were compared to the table value of t at the .05 level of significance. Values greater than the table value of t rejected the null hypotheses.

Hypotheses two and four were statistically computed using the ANOVA to find the source of variance between and within the groups based on the variables of age and grade attainment.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

This chapter presents the data obtained from the responses of twenty delinquent and twenty nondelinquent boys toward education. The Attitude Toward Education Scale developed by Rindquest and Sletto, 1936, was used to gather the data for this study. The scale is scored by having the subjects check the items on a five-point Likert-type scale ranging from strongly agree, agree, undecided, disagree, strongly disagree. Eleven items are positive, and eleven are negative. For items which are positive toward education the responses are weighed from (5) strongly agree to (1) strongly disagree. Weight for negative items are reversed. The score is the sum total of the weighted items rated by the individual. High scores indicate a positive attitude toward education. A total scale score value is based on 110.

Four hypotheses were tested in the study. These hypotheses were used to ascertain the significant differences in the attitudes of twenty delinquent and nondelinquent boys toward education. A t-ratio was obtained for data based



on the variables for hypotheses one and three. The t-ratio scores were compared to the table value of t at the .05 level of significance. An analysis of variance using the ANOVA was used to test the variability in hypotheses two and four. The F score was compared to the table value of F at the .05 level of significance.

Table 1 presents the characteristics of delinquent and nondelinquent boys comprising the sample. The subjects ranged in ages from 10 to 16. Their family structures ranged from single parent families to traditional (both parents). The grade attainment of the subjects ranged from less than sixth grade to eleventh grade.

TABLE 1  
CHARACTERISTICS OF DELINQUENT AND NONDELINQUENT  
BOYS COMPRISING THE SAMPLE

Delinquent Boys		Nondelinquent Boys	
<u>Ages</u>			
10 - 12 Years	6		6
13 - 15 Years	9		10
16 Years - Above	5		4
Total	20		20
<u>Family Structure</u>			
Mother/Father	4		10
Mother Only	16		10
Father Only	0		0
Total	20		20

TABLE 1--Continued

Delinquent Boys		Nondelinquent Boys
<u>Grade Attainment</u>		
Less than 6th Grade	5	1
6th Grade	1	2
7th Grade	3	3
8th Grade	3	2
9th Grade	3	6
10th Grade	3	2
11th Grade	2	4
Total	20	20

#### Hypothesis One

H<sub>1</sub>: There is no significant difference in the attitudes of delinquent and nondelinquent boys toward education.

Hypothesis one was rejected. Table 2 shows the mean scores derived from the subjects' scores based on their attitudes toward education. Scores indicated that delinquent boys were negative toward education and nondelinquent boys were positive toward education.

In computing for a statistical significance between the delinquent and nondelinquent boys' scores, the t-test computations indicated a t-ratio of 71.0. This value was greater than the table value of t, therefore, it can be concluded that there is a significant difference in the attitudes toward education between delinquent and nondelinquent boys.

TABLE 2

SCORES OF DELINQUENT AND NONDELINQUENT  
BOYS' ATTITUDES TOWARD EDUCATION  
N=40

Delinquent Boys (N=20)		Nondelinquent Boys (N=20)	
	42		100
	42		94
	41		90
	40		90
	39		90
	37		87
	37		87
	36		84
	35		82
	32		80
	32		80
	31		80
	30		79
	29		79
	27		79
	27		79
	26		78
	25		78
	20		78
	19		76
Mean	31.0		84.0
Degrees of Freedom	19	T-Ratio	71.0
		T-Table Value	.05
		Level	2.0

### Hypothesis Two

H<sub>2</sub>: There is no significant difference in the attitudes of delinquent and nondelinquent boys toward education based on the age of the boys.

The data presented in Table 3 summarizes observations of the performance of six groups which are paired into three age groups. The means can be seen to differ from each other and from the overall mean for all 40 subjects. Are the differences among these means great enough to be statistically significant or is it likely that they occurred by chance? To answer this, the F-ratio has been computed in Table 3-A.

Table 3-A summarized the results of the analysis of variance of the six groups. The F-ratio is 561.66. The F-ratio table value for 5 and 34 degrees of freedom is 3.61 at the 0.01 level of significance. Therefore, an F-ratio of 3.61 is required to reject the null hypothesis. Since the obtained F. ratio (561.66) is greater than the F-ratio table value (3.61), it is significant at the 0.01 level and the null hypothesis is rejected at that level.

TABLE 3

SCORES OF DELINQUENT AND NONDELINQUENT BOYS'  
ATTITUDES TOWARD EDUCATION BASED  
ON THE AGE OF THE BOYS

<u>Age Distributions</u>					
10-12 Years		13-15 Years		16 Years and Above	
Delinquents N=6	Non Delinquents N=6	Delinquents N=9	Non Delinquents N=10	Delinquent N=5	Non Delinquents N=4
42	100	37	87	27	78
42	94	36	84	26	78
41	90	35	82	25	78
40	90	32	80	20	76
39	90	32	80	19	
37	87	31	80		
		30	79		
		29	79		
		27	79		
			79		
Mean 40.0	92.0	32.0	81.0	23.0	78.0

Grand Mean 57.7

TABLE 3-A  
SUMMARY OF THE ANALYSIS OF VARIANCE  
OF SIX GROUPS

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Ratio
Between Groups	27559.12	5	5511.82	561.66
Within Groups	333.66	34	9.81	
Total	27892.78	39		

F-ratio required is 2.49 at 0.05 level of significance.

F-ratio required is 3.61 at 0.01 level of significance.

Obtained F-ratio is significant at 0.05 and 0.01 levels of significance.

#### Hypothesis Three

H<sub>3</sub>: There is no significant difference in the attitudes of delinquent and non-delinquent boys toward education based on the family structure of the boys.

Hypothesis three was rejected. Table 4 shows the mean scores derived from the subjects' scores based on their family structure. Family structures were reported in terms of the number and type of parents in the home. Family structure was defined as: mother and father headed households, mother only, and father only headed households.

TABLE 4

SCORES OF DELINQUENT AND NONDELINQUENT BOYS  
TOWARD EDUCATION BASED ON FAMILY STRUCTURE

Mother and Father N=		Mother Only N=	
Delinquents N=4	Nondelinquents N=10	Delinquents N=16	Nondelinquents N=10
42	100	42	94
35	90	41	90
29	84	40	90
25	82	37	87
	80	37	87
	79	36	80
	78	32	80
	78	32	79
	78	31	79
	76	30	79
		27	
		27	
		26	
		20	
		19	
Mean 33.0	83.0	33.0	85.0
DF 12	T-Ratio 11.5	DF 22	T-Ratio 20.0
T-Table Value .05 Level 2.1		T-Table Value .05 Level 2.0	

#### Hypothesis Four

H<sub>4</sub>: There is no significant difference in the attitude of delinquent and non-delinquent boys' attitudes toward education based on the grade attainment of the boys.

The data presented in Table 5 summarizes observations of the performances of seven groups which have indicated according to grade attainment level. The means can be seen to differ from each other and from the overall mean for all 40 subjects. Are the differences among these means great enough to be statistically significant or is it likely that they occurred by chance? To answer this, the F-ratio has been computed and presented in Table 5-A.

Table 5-A summarizes the results of the analysis of variance of the seven groups. The F-ratio is 0.45. The F-ratio table value for 6 and 33 degrees of freedom is 2.39 at the 0.05 level of significance. Thus, an F-ratio of 2.39 is required to reject the null hypothesis. Since the obtained F-ratio (0.45) is less than the F-ratio table value (2.39), it is non-significant at the 0.5 level and the null hypothesis is accepted.



TABLE 5

SCORES OF DELINQUENT AND NONDELINQUENT BOYS'  
ATTITUDES TOWARD EDUCATION BASED  
ON THE GRADE ATTAINMENT  
OF THE BOYS

<u>Grade Attainment</u>													
Less than 6th Grade N=6		6th N=3		7th N=6		8th N=5		9th N=9		10th N=5		11th N=6	
D	ND	D	ND	D	ND	D	ND	D	ND	D	ND	D	ND
42	100	37	94	37	90	32	87	30	82	27	79	20	78
42			90	36	90	32	84	29	80	26	79	19	78
41				35	87	31		27	80	25			78
40									80				76
39									79				
									79				
Means:													
50.7		73.7		62.5		53.2		62.9		47.2		58.2	
Grand Means (Overall Mean) 58.3													

TABLE 5-A

SUMMARY OF THE ANALYSIS OF VARIANCE  
OF SEVEN GROUPS

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F- Ratio
Between Groups	2039.95	6	348.99	0.45
Within Groups	25798.82	33	781.78	
Total	27892.78	39		

F-ratio required is 2.39 at 0.05 level of significance.  
F-ratio requires is 3.4 at 0.01 level of significance.  
Ohtained F-ratio is non-significant.

Summary

The findings of this study showed that there is a significant difference in the attitudes between delinquent and nondelinquent boys toward education. The findings further pointed out that there is a significant difference between these groups of boys' attitudes based on their age, and family structure.

Grade attainment in school was not statistically significant in the attitudes between delinquent and non-delinquent boys toward education. Although the nondelinquent boys scored consistently higher than the nondelinquent boys on the Attitude Toward Education Scale.

## CHAPTER V

### SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

#### Introduction

This study was designed to ascertain the overall attitudes of twenty delinquent and twenty nondelinquent boys toward education. Four null hypotheses were tested to determine if the variables of age, family structure, and grade attainment influenced the attitudes of the two groups, delinquent and nondelinquent boys toward education. A descriptive research method was employed in the study. A scale, Attitude Toward Education developed by Rundquist and Sletto, 1936, was used to select the data to which forty subjects responded. Data were tabulated, and appropriate statistics were computed. The data were analyzed and interpreted. The t-test and F tests were used to compute for statistical significant differences related to the hypotheses. T-ratio and F ratio values were compared to the table value of t and/or F at the .05 level of significance, and values greater than the table value rejected the null hypotheses.

### Summary of Findings

The findings of the study showed that there is a significant difference between the attitudes of delinquent and nondelinquent boys toward education. The findings pointed out that there is a statistically significant difference between the two groups based on age, and family structure. The variable grade attainment in the school was not statistically significant. The subjects rated the Attitudes Toward Education Scale which was used to collect the data.

### Conclusions

Based on the findings presented and summarized in Chapter IV of this study, the following conclusions were made:

1. There is a significant difference in the attitudes between delinquent and non-delinquent boys toward education.
2. Age impacts upon the attitude of delinquent and nondelinquent boys toward education.
3. Family structure affects the attitude of delinquent and nondelinquent boys toward education.
4. Grade attainment does not impact upon the attitude of delinquent and nondelinquent boys in measuring their attitudes toward education.

The conclusions drawn in this study support the findings of Shaw and McKay who found that age, and family structure, are variables which significantly relate to the incidence of delinquency, thus, affecting these youngsters

attitudes toward education.<sup>1</sup> Findings by Commager also tend to support the conclusions of this study. Commager found that differences between delinquent and nondelinquent boys were concerned with tendencies that are interwoven with emotional dynamics which inhibit the ability of delinquent boys to cope with school tasks, therefore significantly making a difference in their attitudes toward school. The school accomplishments of delinquent boys are definitely inferior to that of the control group in his study.<sup>2</sup>

#### Implications

The conclusions drawn in this study seem to imply the following:

1. Attitudes of delinquent boys are different from nondelinquent boys.
2. Age affects attitude.
3. Family structure, the number of parents in a household affects the attitudes of delinquent and nondelinquent boys.
4. The grade attained in school does impact on the attitudes of delinquent boys as indicated by their scores on the Attitude Toward Education Scale.
5. Alternative education programs should be available for students who cannot cope in the traditional programs offered by the school system.

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<sup>1</sup>Shaw and McKay, *Juvenile Delinquency and Urban Areas*, p. 38.

<sup>2</sup>Commager, "Our Schools Have Kept Us Free," p. 28.

Recommendations

The findings, conclusions and implications seem to warrant the following recommendations:

1. This study should be replicated using a larger sample in other geographical areas including rural communities.
2. School systems should provide inservice on techniques and methods for working to assist delinquent boys develop the academic and vocational skills which build positive self concepts. Studies should be made by school systems of alternative programs which could be integrated into the regular school offerings.
3. Delinquent boys should be sensitized to the value of education and school using many alternatives as a delivery system.

## APPENDICES

## **Appendix A**

### **The Instrument**



ATTITUDE TOWARD EDUCATION SCALE  
SOCIO-EDUCATIONAL FACTORS

DIRECTIONS: Place a check mark after each statement which best describes you or your family.

Personal Data:

1. Age Range:

Below 10 \_\_\_\_\_ 13 - 15 \_\_\_\_\_  
10 - 12 \_\_\_\_\_ 16 and above \_\_\_\_\_

2. Parents in the Home:

Mother and Father \_\_\_\_\_  
Mother Only \_\_\_\_\_  
Father Only \_\_\_\_\_  
Step Parents: \_\_\_\_\_  
Foster Parents: \_\_\_\_\_  
Others \_\_\_\_\_

3. Grade Attained in School:

Less than 6 or special ungraded \_\_\_\_\_  
6th grade \_\_\_\_\_  
7th grade \_\_\_\_\_  
8th grade \_\_\_\_\_  
9th grade \_\_\_\_\_  
10th grade \_\_\_\_\_  
11th grade \_\_\_\_\_  
12th grade \_\_\_\_\_

## PART II

### EDUCATION ANALYSIS

#### Attitude Toward Education Scale

By E. A. Runquist and R. F. Sletto

This 22-item Likert-type scale was developed by Runquist and Sletto (1936). The items are broad in content, ranging from effects of possessing an education opportunity to conflict between education and work. This scale is on the third grade reading level.

The examiner sets the stage for the test with some introductory statements on this order: "Good morning, boys. You are here to let me know how you feel about school. Before you, you will find a questionnaire and a pencil. Listen very carefully and follow step by step the directions. First you will write in your name, and the date, at the top of the test. Now, find and place your finger on number 1 of the scale; read number 1 silently as I read it aloud. Then check either 1, 2, 3, 4, or 5 to show whether you (1) "agree", (2) "strongly agree", (3) "disagree", or (5) "strongly disagree." Let your own personal experience determine your answers. If in doubt, check the statement which seems most nearly to express your present feeling about the statement. Be sure to answer every item.

Read each item silently as you listen to the tape. Ready--place your finger on number 2. Listen and follow the tape.

1. A man can learn more by working four years than by going to high school.
  1. Agree \_\_\_\_\_
  2. Strongly Agree \_\_\_\_\_
  3. Disagree \_\_\_\_\_
  4. Strongly Disagree \_\_\_\_\_
2. The more education a boy has the better he is able to enjoy life.
  1. Agree \_\_\_\_\_
  2. Strongly Agree \_\_\_\_\_
  3. Disagree \_\_\_\_\_
  4. Strongly Disagree \_\_\_\_\_
3. Education helps a boy to use his leisure time to better advantage.
  1. Agree \_\_\_\_\_
  2. Strongly Agree \_\_\_\_\_
  3. Disagree \_\_\_\_\_
  4. Strongly Disagree \_\_\_\_\_
4. A good education is a great comfort to a boy out of work.
  1. Agree \_\_\_\_\_
  2. Strongly Agree \_\_\_\_\_
  3. Disagree \_\_\_\_\_
  4. Strongly Disagree \_\_\_\_\_
5. Only subjects like reading, writing, and arithmetic should be taught at public schools.
  1. Agree \_\_\_\_\_
  2. Strongly Agree \_\_\_\_\_
  3. Disagree \_\_\_\_\_
  4. Strongly Disagree \_\_\_\_\_
6. Education is no help in getting a job today.
  1. Agree \_\_\_\_\_
  2. Strongly Agree \_\_\_\_\_
  3. Disagree \_\_\_\_\_
  4. Strongly Disagree \_\_\_\_\_
7. Most young people are getting too much education.
  1. Agree \_\_\_\_\_
  2. Strongly Agree \_\_\_\_\_
  3. Disagree \_\_\_\_\_
  4. Strongly Disagree \_\_\_\_\_
8. A high school education is worth all the time and effort it requires.
  1. Agree \_\_\_\_\_
  2. Strongly Agree \_\_\_\_\_
  3. Disagree \_\_\_\_\_
  4. Strongly Disagree \_\_\_\_\_
9. Schools encourage a boy to think for himself.
  1. Agree \_\_\_\_\_
  2. Strongly Agree \_\_\_\_\_
  3. Disagree \_\_\_\_\_
  4. Strongly Disagree \_\_\_\_\_

10. There are too many fads and frills in modern education.

- |                        |                           |
|------------------------|---------------------------|
| 1. Agree ____          | 3. Disagree ____          |
| 2. Strongly Agree ____ | 4. Strongly Disagree ____ |

11. Education only makes a boy uneasy.

- |                        |                           |
|------------------------|---------------------------|
| 1. Agree ____          | 3. Disagree ____          |
| 2. Strongly Agree ____ | 4. Strongly Disagree ____ |

12. School training is of little help in meeting the problems of real life.

- |                        |                           |
|------------------------|---------------------------|
| 1. Agree ____          | 3. Disagree ____          |
| 2. Strongly Agree ____ | 4. Strongly Disagree ____ |

13. Education tends to make a boy less appreciative of himself.

- |                        |                           |
|------------------------|---------------------------|
| 1. Agree ____          | 3. Disagree ____          |
| 2. Strongly Agree ____ | 4. Strongly Disagree ____ |

14. Solution of the world's problems will come through education.

- |                        |                           |
|------------------------|---------------------------|
| 1. Agree ____          | 3. Disagree ____          |
| 2. Strongly Agree ____ | 4. Strongly Disagree ____ |

15. High school courses are not practical.

- |                        |                           |
|------------------------|---------------------------|
| 1. Agree ____          | 3. Disagree ____          |
| 2. Strongly Agree ____ | 4. Strongly Disagree ____ |

16. A boy is foolish to keep going to school if he can get a job.

- |                        |                           |
|------------------------|---------------------------|
| 1. Agree ____          | 3. Disagree ____          |
| 2. Strongly Agree ____ | 4. Strongly Disagree ____ |

17. Savings spent on education are wisely invested.

- |                        |                           |
|------------------------|---------------------------|
| 1. Agree ____          | 3. Disagree ____          |
| 2. Strongly Agree ____ | 4. Strongly Disagree ____ |

18. An educated boy can advance more rapidly in business.

- |                        |                           |
|------------------------|---------------------------|
| 1. Agree ____          | 3. Disagree ____          |
| 2. Strongly Agree ____ | 4. Strongly Disagree ____ |

19. Parents should not be made to send their children to school.

1. Agree \_\_\_\_\_

3. Disagree \_\_\_\_\_

2. Strongly Agree \_\_\_\_\_

4. Strongly Disagree \_\_\_\_\_

20. Education is more valuable than most people think.

1. Agree \_\_\_\_\_

3. Disagree \_\_\_\_\_

2. Strongly Agree \_\_\_\_\_

4. Strongly Disagree \_\_\_\_\_

21. A high school education makes a boy a better citizen.

1. Agree \_\_\_\_\_

3. Disagree \_\_\_\_\_

2. Strongly Agree \_\_\_\_\_

4. Strongly Disagree \_\_\_\_\_

22. Public money spent on education during the past few years could have been used more wisely for other purposes.

1. Agree \_\_\_\_\_

3. Disagree \_\_\_\_\_

2. Strongly Agree \_\_\_\_\_

4. Strongly Disagree \_\_\_\_\_

### PART III

### COMMENTS

**Appendix B**  
**Letters of Permission**

I. Douglas Skelton, M.D./Commissioner



47 TRINITY AVENUE, S.W., ATLANTA, GEORGIA 30334

April 22, 1981

M E M O R A N D U M

TO: Whom It may Concern

FROM: Brandon Southern, Jr., Director  
The Challenge School

RE: Permission to Research

Mrs. Willie Chambliss was given permission to conduct an intensive study and/or investigation at the Challenge, an agency of Georgia Dept. of Human Resources. Our agency have youthful offenders committed and referrals from public schools and other agencies. This study started October, 1980.

BSJ:mh  
cc:File

# CITY OF ATLANTA

DEPARTMENT OF COMMUNITY AND HUMAN DEVELOPMENT



**DUNBAR NEIGHBORHOOD CENTER**

477 Windsor Street, S.W.  
Atlanta, Georgia 30312

Tel. 658-6539 Area Code (404)

MAYNARD H. JACKSON, Mayor  
DAVEY L. GIBSON, Commissioner  
THOMAS G. WARD, Director  
HOWARD E. TURNIPSEED, Adm. Asst.

January

Mrs. Willie P. Chambliss  
3971 Oak Hill Drive  
College Park, GA 30337

Dear Mrs. Chambliss:

This is the official letter granting permission for you to conduct your research project using the boys, ages ten to sixteen, enrolled in the recreation program. I will distribute and collect the Parent Permission forms which are required by the agency.

Best wishes in your endeavor. If I can give further assistance, please call me at We, at the agency are interested in your findings.

Sincerely,

Mrs. Olivette Dobbs  
Director





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